

Barnet Children's Partnership Board

9 November 2022

Title	Education Strategies
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Enclosures	School and Settings Improvement Strategy (updated October 2022) SEND and Inclusion Strategy Update (October 2022) Special Educational Places Plan Update (October 2022)

Summary

This report provides information on the School and Settings Improvement Strategy for Barnet for the period 2022 to 2024 and updates to the SEND and Inclusion Strategy and the Special Educational Places Plan. The Report is an update of the Strategies that were presented to this Partnership Board in 2021 and approved by the Children Education and Safeguarding (CES) Committee in November 2020 as part of the Education Strategy for Barnet for the period 2021 to 2024. The Special Educational Places Plan was approved by the CES Committee in November 2021.

The School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer.

The SEND and Inclusion Strategy update sets out the priorities for ensuring that children and young people with special educational needs and disabilities continue to benefit from an excellent, high quality education offer.

The Special Educational Places Plan update outlines the delivery of specialist provision for children and young people with special educational needs and disabilities as set out in the draft Barnet Special Educational Places Plan – Consultation Document in 2021 which aimed to ensure sufficiency of SEND provision in Barnet over three years (2021-24).

Recommendation

The Board is asked to note and comment on the strategy updates.

1 Background

- 1.1 In 2020, the Children, Education and Safeguarding Committee approved the Education Strategy 2021–2024 and the School and Settings Improvement Strategy and SEND and Inclusion Strategy for the same period. In 2021 the Committee approved the Special Educational Places Plan. It is now time to update these strategies and update the priorities for the current year.
- 1.2 We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools.
- 1.3 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.4 Each year, in the Autumn Term, we analyse the achievement data from Barnet schools as well as the other information we hold e.g. Ofsted Reports, our School Effectiveness Visits etc and look to see whether the priorities within the Schools and Settings Improvement Strategy need to be updated. This year, we had our first set of achievement data for each key stage since 2019 and analysis of this data has led to some additional priorities:
 - Improving Phonics (Year 1)
 - Improving achievement at KS1

Achievement in 2022 in Barnet remained above national at all Key Stages and all subjects apart from at Early Years where the percentage achieving a Good Level of Development in the new Early Years Foundation Profile was 0.5% below national outcomes. Despite being above national in nearly all areas our ranking, compared to other Local Authorities, has dropped in some subjects in certain key stages. We aspire to being in the top 10% nationally for achievement so when our ranking drops below the 10th percentile it immediately becomes a priority for improvement. We are exploring with schools why we have seen a drop in percentile ranking in some areas.

We have removed the priorities relating to the impact of the covid19 pandemic on learning, attendance and exclusion.

2. Corporate Priorities and Performance

The quality of the education offer in Barnet is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools.

Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives

set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:

- of opportunity, where people can further their quality of life
- where people are helped to help themselves, recognising that prevention is better than cure
- where responsibility is shared, fairly
- where services are delivered efficiently to get value for money for the taxpayer.

3. Insight

- 3.1 The special provision capital fund has been provided by central Government for the purpose of improving the quality and range of provision for children and young people with SEND aged 0-25 years. The Department for Education Special Provision Capital Fund Guidance confirms that the fund is not ring-fenced and can be used to create new places at good or outstanding provision or improve or develop new facilities. The funds can be pooled with other funding or with other local authorities and can be spent on provision outside the local authority's area if this will help meet need for children and young people within its area. The funds can be used for maintained schools, academies, early years institutions, Post-16 institutions and independent schools providing provision for children and young people with SEND. It is expected that the fund is used in a way that helps local authorities to manage the cost pressure on the high needs block of the designated schools' budget. The provision is not intended for higher education, provision for those aged over 25, creating additional places for pupils who do not have an EHC plan, reasonable adjustments to increase accessibility (this being the responsibility of the school), mobility equipment or maintenance works, revenue expenditure such as training or staff costs or maintenance works.
- 3.2 If prescribed alterations are proposed to be made to a maintained school, the school or Council will still follow the statutory process, including statutory consultation, on these changes. Guidance on this process is set out in the Department for Education guidance, 'Making significant changes ("prescribed alterations") to maintained schools – October 2018'. Academy schools will be expected to follow the process set out in their funding agreement. Guidance on this process is set out in the Department for Education guidance, 'Making significant changes to an open academy and closure by mutual agreement – November 2019'. In relation to academies, local authorities should raise any concerns directly with the Regional Director.
- 3.3 All education strategies are created and updated taking into account all performance information available at the time including achievement data.

4 Social Value

N/A

5. Risk Management

All pupil place planning is based on pupil projections and there is a risk that the projections are inaccurate. There is a risk that the needs of groups of children change over time. Future provision will be developed to promote flexibility to respond to changing needs.

6 Equalities and Diversity

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after).

The Special Educational Places Plan was intended to improve outcomes and choice for children and young people with SEN and will therefore positively impact on children and young adults, working age adults who are parents and children and young people with disabilities.

7. Corporate Parenting Principles

- 7.1 The School and Settings Improvement Strategy includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future.

- 7.2 A disproportionate number of looked after children have special educational needs. Ensuring appropriate arrangements are in place for children and young people with special educational needs and disabilities will thus be of clear benefit to significant numbers of looked after children

8 Consultation and Engagement

- 8.1 A summary of the key changes from the previous School and Settings Improvement Strategy was presented to the Schools Review Group and the School and Settings Standards Partnership Board in September 2022.
- 8.2 Key priorities for the SEND and Inclusion strategy were considered by the SEND Partnership Board in September (which included the Parent-Carer Forum, health and social care services) and communicated to schools through relevant meetings.
- 8.3 The strategies and updates are now being presented to the Children's Partnership Board at its meeting on 9th November 2022.
- 8.4 The strategies are being presented to the Children Education and Safeguarding Committee on 17th November
- 8.5 The original Special Educational Places Plan involved a full consultation with stakeholders in November and December 2021. As this is purely an update on the progress following that Plan there is no need to further consult.

9. BACKGROUND PAPERS

1. Education Strategy 2021-24 - Agenda item

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(modern.gov.co.uk\)](#)

2. School Improvement Strategy 2021-2024 - Under Education plans and strategies:

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(modern.gov.co.uk\)](#)

3. SEND and Inclusion Strategy 2021-24 – Agenda item 12:

[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm \(modern.gov.co.uk\)](#)

4. Special Educational Places Plan 2021-2024

[Agenda for Children, Education & Safeguarding Committee on Thursday 18th November, 2021, 7.00 pm \(modern.gov.co.uk\)](#)

[Progress on the Implementation of Council's Priorities](#)